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THE WORKERS' CONFERENCE

How to Make It Go

BY

Henrietta Heron

CINCINNATI
THE STANDARD PUBLISHING COMPANY

Mar. 7, 1922
Harvard University,
Dept. of Social Ethics.

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The Standard Publishing Company

Trans. to H.S.L.

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To

the memory of

MY MOTHER

whose inspirational companionship made heavy tasks light

"Use me, God, in thy great harvest-field,
Which stretcheth far and wide like a wide sea;
The gatherings are so few, I fear the precious
yield will suffer loss.
Oh, find a place for me!"

CONTENTS

	PAGE
PREFACE	7
THE NAME	9
WHAT IT IS	11
WHO ARE MEMBERS	13
CONFERENCE OFFICERS	15
WHY HAVE IT	16
THE TIME	18
THE PLACE	20
ADVERTISING THE CONFERENCE	21
THE CONFERENCE SUPPER	25
THE PROGRAM	28
SUGGESTIVE PROGRAM	31
A PROGRAM COMMITTEE	32
THE DEVOTIONAL FEATURE	33
THE BUSINESS FEATURE	36
REPORTS	38

CONTENTS

Securing Written Reports 40
Educational Feature 41
Subjects for Conference 46
Departmental Conferences 50
A Community Monthly Workers' Conference 52
How to Make It Go "Peptomizers" 55
Dangers to be Avoided 57
What Others Think 59
How Plans Work When Tested 69
Getting Results 75
A Convention Address 79
The Workers' Library 89
Appendix 95
"The Heart of the Sunday School" 99
Suggestive List of Books 137

PREFACE

THIS book has been prepared to meet a pressing need expressed by those who recognize the importance of the Workers' Conference. All who have the interests of the church school at heart know that a Workers' Conference is an imperative necessity to successful work. "How to Make It Go" is the problem. The plans herein suggested have been tested out in the laboratory of experience. They are given in simple form and are adaptable to any school. Their wise and prayerful use will, we believe, not only give direction to the work, but will develop team-work spirit among the workers, and quicken them to spend themselves and be spent in His service.

PREFACE

The workers in the church school are God's chosen ones. The influence of their faithfulness, their devotion, their never-tiring effort, their constant endeavor to know the best and to do the best they know is one of the great leavening forces of the world. This little book of practical suggestions is sent forth with a prayer that it may give needed help to these consecrated workers and have some share in making them more efficient in their task of bringing the kingdom on earth.

H. H.

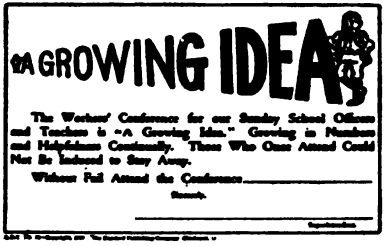
THE WORKERS' CONFERENCE

HOW TO MAKE IT GO

The Name

The Workers' Conference is a new name applied to an old idea with new adaptations to the new conditions of the modern Sunday school. It is bringing about new and desired results. It is not many years ago that a Teachers' Meeting was a requirement for the standard Sunday school. The new standard requires a Workers' Conference. Just as the names Sunday school and Bible school are giving way to the term church school, with its more comprehensive meaning and deeper significance and larger purpose, so the term

"Teachers' Meeting" is being supplanted with the name "The Workers' Conference." Just as the name church school covers all that is expressed in Sunday school, or Bible school, and much more



because of the new understanding of the purpose and opportunity and responsibility of the school, so the term Workers' Conference covers all that was best in the old-fashioned Teachers' Meeting, as well as all the new meaning resulting from a larger understanding of what such a meeting can and should be.

THE WORKERS' CONFERENCE

The Workers' Conference is essential to the success of any school. It is as necessary, and as workable, in the rural and small-town schools as in the large city schools. It is to the church school what the scientific kitchen is to the modern home, the place where good things are planned and skillfully prepared for building up the health and strength of the members of the household. It is simple in management and effective and far-reaching in results. It abundantly pays for the time and effort required to promote it.

What It Is

The Workers' Conference is a meeting of all the workers of the Sunday school for conference, study, fellowship and inspiration.

The conference is fundamentally what its name infers—a getting together of the

workers to confer one with another on best plans of work for the school, and to consider its highest interests. The use of the Graded lessons has made antiquated or inadequate the "Teachers' Meeting" of former days. The larger plans of organization and higher ideals of religious education have made imperatively necessary the "Workers' Conference." Here problems are presented and considered and a solution sought. New plans of work are talked over. Failures are faced and the causes discovered. Successes are studied and the reasons found. Programs of action are formulated. It is a democratic meeting where each has a voice and a part.

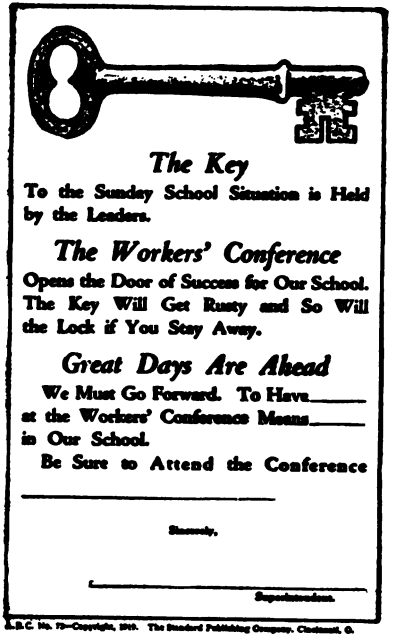
While the main emphasis is on the conference idea, yet the devotional, educational and fellowship features are vitally important. Workers need constant training to keep abreast of the times. They

also need the incentive and inspiration to best effort and the challenge to faithful sustained effort, which contact with fellow-workers gives. The Workers' Conference brings the workers together under conditions that stimulate to study, quicken interest, cement friendships, enlarge visions, deepen responsibility, strengthen loyalty and give largest incentive to best work.

Who Are Members

Every official worker of the Sunday school is by virtue of his office a member of the Workers' Conference. Teachers and department superintendents, and all other officers, make up the *personnel.* The minister of the church is, of course, a recognized member of the Workers' Conference.

The organized classes in the Young People's and Adult Divisions are wisely granted representation, in addition to their



Booster Post-card Used to Advertise the Workers' Conference

teacher, the official "lay" representative being elected or appointed by the class. A Home Department class may also be given additional representation. Each class is gen-

erally allowed one or two representatives, although in some schools the number of representatives is determined according to the size of the class. These "lay workers" bring new viewpoint, fresh enthusiasm and practical ideas to the conference, and in turn receive an insight into the plans and purposes and problems of the school that encourages them to work sympathetically and intelligently and helpfully with the others in promoting the school program.

Conference Officers

The conference is usually under the direction of, and presided over by, the school superintendent or the religious educational director. As leader, he seeks to serve rather than rule in autocratic manner.

The secretary of the school usually acts as secretary of the conference, keeping accurate record of the proceedings of the

meetings, and preserving them for future reference.

Committees are appointed as needs present themselves.

Why Have It

The Workers' Conference gives all the official workers an opportunity to have a voice and a vote in the working plans of the school.

It provides for a conference on school problems and plans of work.

It offers opportunity for friendly fellowship among the workers, which inspires to best effort.

It gives educational training.

It brings into the work a spirit of devotion and worship.

It groups the workers for departmental conferences where specialized help is received.

It cares for the major business details of school management in a businesslike way.

It makes the school management democratic rather than autocratic.

It develops a sense of ownership and responsibility on the part of each worker.

It stimulates thought and generates new ideas through exchange of experiences.

It gets at the root of any causes for discouragement, and thus does away with this handicap among the workers.

It brings about a team-work spirit, where each worker feels his task, though small, is important to the success of the whole.

It keeps the atmosphere "sunny," doubts and misunderstandings being cleared away in the light of frank discussion.

It gives intensified inspiration for self-forgetful service.

The Time

The Workers' Conference in most schools is held once a month, and this seems most practical for the average school. It is of utmost importance to have a "set night" for the conference, so that workers can plan attendance and can not well plead a previous engagement for non-attendance. Deciding upon the first Tuesday of the month, the last Thursday of the month, or such other time as proves most convenient to all concerned, will greatly aid in stimulating interest and in building up attendance.

Many schools find it practical to meet for a fellowship supper, preceding the conference. This is especially true in large cities where workers find it convenient to come directly to the church from their offices. This not only saves time and carfare and energy, but the supper proves an

attractive social feature which encourages attendance.

Some schools find it practical to hold the conference after the mid-week prayer-meeting. This somewhat limits the time, but, if it "works" well on that night, there is no objection to holding it then. In some cases the prayer-meeting takes the place of the devotional period of the conference.

A few rural schools report successful conferences held on Sunday afternoon. A few may question whether it is ever advisable to hold a meeting, in which some business has to be transacted, on Sunday. The rural schools that are experimenting along this line find that it is the only time they can get their workers together, and thus feel justified in using the day in this way. One rural school holds its conference the first Sunday afternoon of each month,

the workers bringing their dinners with them. They attend school and church in the morning, have dinner, followed by an afternoon of conference, and remain for the evening church service.

The time will have to be decided by each school to meet its own local conditions, but every school may have "a set time," which is of utmost importance in promoting a successful conference.

The Place

The church parlor is the best place for holding the conference for the average school. There are distinct advantages in getting the workers together for conference in the place where they carry on their work.

Small schools find it more practical, however, to meet at the homes of the workers. If the workers take turns in enter-

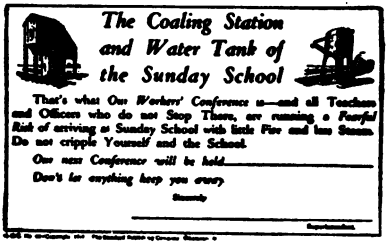
taining the conference, the work does not fall heavily on any one person.

A few city schools hold their conferences "downtown." They secure a room at the "Y," or in a restaurant or hotel, and have the workers come directly from their offices to the selected place, the conference program being preceded by a supper.

Advertising the Conference

A regular night, strictly adhered to, is one of the best kinds of advertisement for the conference. This can be frequently referred to whenever opportunity presents itself. Other means of advertising may also be used with good results. The advertising value of the program itself can not be overestimated. A post-card reminder of the time and place, with a "catchy" announcement of the special fea-

ture of the program for the evening, helps to bring out a good attendance. If people are made to feel that something worth while is going to happen at a certain place, at a certain time, they are likely to make any effort to be there.



Some schools write a personal letter to each worker each month, stating the subjects to be discussed and other attractive features.

The school paper or the church program leaflet are good advertising mediums. A regular "corner" may be reserved for

the Conference announcements and reports.

The daily newspaper will carry an announcement free of charge if prepared in accord with the paper's regulations regarding free announcements.

A notice may be kept posted on the church or school bulletin-board.

The young people's classes in one school vied with one another in making a series of attractive posters to advertise the Workers' Conference. These posters were made with colored pictures cut from magazines and papers, and were inexpensive and effective.

The blackboard may be used for a special "ad" on the Sunday previous to the conference.

The telephone is always a practical and effective means of letting others know and reminding would-be forgetters of the time and place.

A printed conference supper ticket, put on sale a week previous to the conference, is an excellent way of advertising. The ticket is a reminder of the date and place, and once purchased is likely to encourage the purchaser to attend.

DINNER TICKET

Church School Workers' Conference

AT THE

WALNUT HILLS CHRISTIAN CHURCH

Dinner served at 6:45 P. M.

"Tell others" is a good advertising slogan for all workers. Each one is asked to be responsible for reminding some one else of the conference.

A well-worked-out program schedule in printed form, pocket size, is an excellent means of keeping all informed of the

good things provided, and of making them realize they will miss something if they do not attend.

The work of advertising the conference should be in charge of a Publicity or Advertising Committee.

The Conference Supper

When the conference is preceded by a supper, the supper should not be expensive or elaborate, and should be prepared with as little trouble to the workers as possible. Various plans may be used. One school uses the committee plan, a different committee preparing the supper each month. This gives variety in the menu and the work does not fall heavily on any group. This is probably the most practical plan for the average school. Another school pays one of the church women three dollars an evening for preparing the supper.

This is paid out of the school treasury. Still another school has each person bring his own supper, hot coffee being served. Again, the different young people's classes take turns in acting as caterers for the occasion.

The expense may be met in several ways. Care must be exercised that the supper is not made a money-making affair. The simplest plan is to have each one pay for his own supper, the price being kept down to actual cost. One school charges only twenty cents a plate, but serves a forty-cent supper, the difference being paid from the school treasury. Where the young people's classes act as caterers they should be privileged to do so only when the idea of service supersedes that of money-making. They will readily see how they can render a real service to the school in such ministry, and that it will be well

worth while, even though they make no money for their class treasury. In very small schools, where the members take turns in entertaining the conference in their homes, the expense for light refreshments is usually borne by the hostess. As the turn does not come often, the expense is not heavy on any one person. When the conference is held at the "Y," or other public eating-place, each one pays for his own supper.

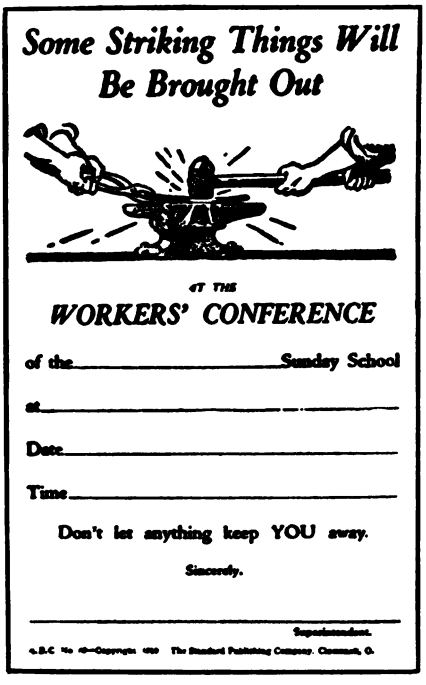
The time for starting the supper should be set wisely, to meet the convenience of the majority of the workers, and should always be served promptly at the time advertised.

A happy, social time at the table is usually spontaneous, but if there is the least tendency to dullness or coldness, a bit of fun and merriment may be injected by impromptu singing, occasional use of

humorous place-cards, "changing partners" or such other simple ways as will suggest themselves to those in charge. Formality is to be avoided. Usually the friendliness of the workers is all that is necessary to make the hour a happy one.

The Program

The program for the Workers' Conference determines to a large degree the success or failure of the meeting. "Everything depends upon the program" is a common expression used by the workers themselves when discussing problems connected with building up a successful conference. A live program will attract a large attendance. Since the program is a decidedly determining factor in the success of the conference, effort must be concentrated in building one that is both attractive and worth while.



Card Used to Remind the Workers of the Date of the Workers' Conference

The program will vary from month to month, and will probably not be the same in any two schools. But there will be gen-

eral unanimity of outline of program. The important thing is to have a prepared program and to adhere to it. Beginning and closing on time is important, which means that the program must "run like clockwork." This need not interfere with spontaneity nor with freedom of discussion; it simply means that the leader tactfully keeps things in hand and sees to it that the program is carried out in a businesslike manner.

Variety is imperatively essential to success. The program must be kept fresh in details, even though the general outline is wisely followed. The theme changes from month to month, and in itself provides variety, but other new and attractive details should also be added.

A play, a magazine article review, a debate, a drill, a demonstration, various tests, an address, a book review—in these

and other ways, needed variety can be introduced.

A careful study of Workers' Conference programs as outlined in various religious educational periodicals will prove very valuable and will give new and seasonable material.

Suggestive Program

6:30-7:15—Supper and visiting.

7:15-7:25—Devotional.

7:25-7:35—Transaction of business.

7:35-7:55—Reports and recommendations of general school officers, departmental superintendents, committees and organized class representatives.

7:55-8:10—Discussion of immediate school problems.

8:10-8:30—Presentation of the theme for the evening, followed by open discussion by members.

8:30-9:00—Special educational feature.
Three-minute opinions by workers.
9:00-9:30—Departmental conferences.

A Program Committee

The importance of the program makes it advisable to utilize the best talent possible in its preparation. The superintendent, or the religious educational director, of the school usually has general charge of the program. He secures best results through appointing a committee with whom to confer and plan. The judgment of several is likely to be better than that of one in selecting subjects for conference and deciding other program features. A logical order in presentation of themes, in accord with the seasonable needs of the school for each month, is to be decided upon, and is usually best worked out through several conferring together. Dif-

ferent members of the committee may be made responsible for different features of the program, the leader, of course, keeping oversight, checking up on the work and seeing that formulated plans are carried out.

The Devotional Feature

The devotional feature of the Workers' Conference program has a fourfold purpose: to recognize God's presence and guidance, to bring the spirit of worship into the conference, to train the workers in expression of spiritual aspirations, and to prepare the hearts and minds to receive the largest possible help from the conference. Care must be taken to keep the devotional period "alive with the Spirit." To let it degenerate into a mechanically performed routine service is demoralizing. This service can most easily

be kept at its best by placing the responsibility for it upon different leaders, encouraging each one to give his best to it. The service is usually most helpful to the extent it becomes co-operative, each one having a share. Ten minutes is generally considered long enough for this feature of the program. The leader should keep within the alotted time.

A devotional theme is always helpful—the song, the Scripture lesson, the prayers and testimonies, all relating to the suggested theme. The theme may be seasonable. The following list is merely suggestive:

September.—A New Start.

October.—Providential Care.

November.—Thanksgiving and Thanksliving.

December.—Christmas Joy.

January.—In the Beginning God.

February.—The Power of Prayer.

March.—The Greatest Thing in the World.

April.—The Grace of Happy-heartedness.

May.—Faith and Works.

June.—Tests of Discipleship.

July.—Self-forgetful Service.

August.—Jesus' Estimate of Faithfulness.

The devotional spirit may be developed in various ways. A few are here suggested:

By singing a hymn together, with or without instrument.

Bowing the head in silent prayer on a suggested subject for a given time.

Calling the alphabet, members spontaneously responding with a Bible verse beginning with each letter as called.

Asking members to come prepared to respond to roll-call with a verse containing

a certain word, or to give their favorite saying of Christ's.

Having members give a Bible promise, or a Bible verse expressing a prayer.

Asking for sentence prayers until a certain number have prayed.

The devotional feature of the conference, rightly conducted, creates an atmosphere that puts the workers in best spirit for the discussion of problems.

The Business Feature

How much of the business of the school shall be transacted at the Workers' Conference? If it is not transacted here, how and where shall it be cared for? It seems to be the consensus of opinion of the workers who have had largest experience in Workers' Conferences that there is great danger of the conference degenerating into a long-drawn-out, tedious busi-

ness session, and that this danger must be constantly and carefully guarded against.

Every live school has business transactions, but these can be cared for expeditely. Some schools solve the problem by having an Advisory Council, or an Official Board, that transacts the detailed business of the school. Other schools appoint committees who are given discretionary powers to dispose of routine items, reporting to the conference only those of major importance.

The conference suggests, advises, recommends and votes, but the details are carried out by the council, or board, or committees.

Reports of business dealings are essential at the Workers' Conference, but these need not be long drawn out. Those making reports should be cautioned to condense information and to present it concisely.

"Business" is not to be confused with "school problems." The term as here used refers to actual business transactions, ordering supplies, paying bills and similar items. Such business as may be essential to the conference should be transacted as promptly as possible to allow full time for the actual conference on school needs and problems and for the educational and social features of the program.

Reports

Reports are an essential feature of the Workers' Conference program. Through them knowledge is brought before the workers of what is being done, what still needs to be done.

Reports should be called for from the various officers and committees. The attendance secretary reports the increase or decrease in membership and attendance,

which department has had the largest average attendance for the month, which has made the largest gain, and such other items as are of interest. The absentee superintendent reports the number of calls made, letters sent, phone messages and other important features of his work. Special committees tell of work accomplished. Departments or classes may report "the best thing accomplished this month," or such other achievements as are unique and of general interest.

Reports may be the dullest of program features or the most "peppy" and attractive. It depends upon what has been done worthy of report and how it is told. A little instruction to the workers will help them to catch the spirit and inspire them to make their reports a real contribution.

Those making reports should be instructed to make them brief and to the point,

and as interesting as possible. Providing cards with questions for answers, simplifies the making out of reports and tends to eliminate unnecessary and uninteresting details, at the same time need not prevent originality on the part of the workers.

Those making reports should be encouraged to make recommendations for improvements and progress.

Securing Written Reports

Written reports are a valuable asset to any school. It is desirable to have all reports made to the Workers' Conference in written form. This tends to accuracy and conciseness. If written, reports can be filed, and thus contribute in the simplest and most effective way to the compiling of school history. The problem is how to get written reports. Five things aid in securing written reports:

1. Notify the worker in plenty of time that a written report is desired.

2. Provide a printed card for the filling in of the desired report.

3. Give plenty of publicity to the report.

4. Commend well-prepared reports.

5. Keep the written reports on file.

Educational Feature

The educational feature of the conference converts the conference for the time being into a training-school. Every worker needs to keep informed of progress being made in religious education, and needs himself to be a student and a growing worker. This feature not only becomes a means of instruction, but also tends to inspire to further individual study and training.

What shall the educational feature be? It will depend partly upon local school

needs and upon available talent. This feature may be determined by the theme of the evening, or may be a continuous course of study.

Many schools bring in a trained worker to present some practical phase of the work to the workers at each meeting. This may be in the form of an inspirational address, or may be an informal talk on "How we did it in our school." When an outside speaker is brought in, the subject assigned him should be in harmony with the conference theme. For example, if the main subject of the conference relates to building up membership, the speaker's subject should be in accord with this.

A definite course of study may be adopted, books, or chapters of books, being studied at home and reviewed at the conference, or read and discussed together.

It is important in choosing such a course to select that which will most practically meet local school needs, as well as enlarge the vision of the workers. If the workers adopt a course to be finished with the year, it will incite to home study. Considerable ground can be covered through the assignment of books for study at home, to be reviewed at the conference.

One of the most practical plans is the use of current religious educational literature. Nearly all Sunday-school helps contain valuable method and inspirational articles. A worker can study and give a review of a magazine article, who perhaps could not give the time during the month to reading an entire book. New and seasonable material is given from month to month in these periodicals, and most of it is of a very practical character. Accounts of what other schools are doing are usually

featured, and such accounts may be graphically retold at the conference in a way to afford real inspiration. The plan of having reviews of articles in current method helps is of special value to schools in smaller communities, where prominent speakers are not so readily available. The use of such seasonable material provides a never-ending source of interesting variety.

A demonstration of a lesson taught is always interesting, and is suggestive to workers in all departments. "How I Would Teach a Lesson to Beginners" could be given one evening, and on other evenings how to teach Primaries, Juniors, Young People and Adults.

A debate on some educational theme will provide variety.

Various kinds of drills may be used effectively.

Convention reports may make up an interesting and helpful educational feature, delegates being instructed before going to the convention that such reports will be called for.

An experience meeting will prove practical on some such subject as "My Greatest Problem as a Church-school Worker, and How I Solved It."

In planning the program, it must ever be borne in mind that the main emphasis must be on the conference. No matter how attractive and interesting a program may be, if it fails to provide time for a conference on immediate and general school problems, it fails in its chief purpose. It is the conference period of the program that develops interest, brings about a spirit of co-operation and makes each worker feel that he or she has a real share in the real work of the school.

Subjects for Conference

The subjects for conference will be as varied as are school needs. There are some problems, however, that are common to all schools and present themselves in new form each recurring season. In the autumn there is the problem of rallying the forces scattered during the vacation season. Then comes the consideration of ways and means of celebrating Thanksgiving Day and Christmas, followed by formulation of plans for the New Year. The problem of equipment presents itself to all schools, as does that of grading. Building up membership and keeping up attendance are two ever-present problems. The conference gives all an opportunity to consider these and other questions of vital importance to the school welfare, to freely express their ideas, as well as to vote on such matters as call for vote and

to delegate to committees for action such as require action.

Subjects are not to be presented in haphazard fashion, but should be worked into a well-built-up program.

A question-box, relating to various phases of the school work, can be made instructive and interesting, teachers bringing such questions for the box as they might not care to present personally.

Printed leaflets are obtainable containing lists of questions.* The plan is to place these leaflets in the hands of the workers, freedom to be exercised by the workers in calling by number for such questions as they desire to have discussed.

Among subjects that are likely to need consideration in the Workers' Conference of the average school are:

Bringing members to decision for Christ.

*Leaflets can be secured from The Standard Publishing Company.

Courses of lesson study.

Celebrating special days.

Providing more adequate equipment.

Recognition of lesson work accomplished, and promotion plans.

Securing more classrooms.

Building up a workers' library.

Grading by age or school grade.

Definite goals to be attained.

How to build up our membership.

Keeping the attendance close to the enrollment.

Redepartmentizing our school.

Improving our school music.

Developing the missionary spirit.

Shall older classes be privileged to elect their own teacher?

Securing punctuality.

What substitute teacher plan can we adopt?

Teaching ideals.

Community needs which our school can meet.

Introducing variety into the opening service.

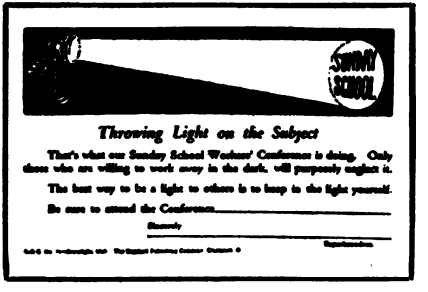
Financing school and training to give.

Developing a Community Training-school for teachers.

While the above and other subjects may be worked into a well-defined program, time should always be given for consideration of "pressing problems" which any worker may present. The conference idea must be given first importance; the workers must be made to feel free to express their views. Upon the superintendent or leader rests the responsibility of carefully guiding the conference, so that too much time is not given to needless discussion or to subjects of secondary importance and of directing the conference to wisely planned action.

Departmental Conferences

Schools that are departmentized usually arrange for brief departmental conferences. These may be held either at the close of the general conference, or imme-



diately following the devotional period, the groups reassembling for the general conference program.

These Departmental Conferences are in charge of a leader, sometimes the department superintendent, or it may be one of the department teachers. The program

varies. A few minutes are usually devoted to the consideration of such departmental problems as are not suitable to be brought up at the general conference. Sometimes recommendations are made to be submitted to the general conference. Where the graded lessons are in use, not much can be done in the way of helping the teachers with specific lessons, although in a general way help in teaching can be given. One teacher may give a demonstration of how she taught last Sunday's lesson, or expects to teach the one on the following Sunday. Questions as to how best to present difficult lesson truths may be brought up by the teachers for consideration.

A study of a book of special help to the department workers is most practical. Books on methods may alternate with books on psychology. A chapter may be read and discussed at the conference, or

chapters, read and studied at home according to assignment, may be reviewed.

The Departmental Conference should be brief, with a well-defined program, and should close promptly at a given time.

A Community Monthly Workers' Conference

A Community Monthly Workers' Conference is being tried out with marked success in some communities, worked on plans similar to the local school conference. The plan has special advantages for schools in small towns. The fewness of workers in each school often makes it difficult to work up an enthusiastic meeting. It is also hard to provide needed variety and inspiration in the program where helpers are few. These two difficulties are overcome by having a community conference, by which the workers of all the schools in the com-

munity are brought together once a month for conference and training and inspiration. This plan also tends to a unity of program of work for all the schools of the community as well as to concerted action regarding community needs.

The program is similar to that carried out in the local school conference, and the plans suggested in this book for the individual school conference can be adapted and applied to the community conference.

A supper is usually provided, both as a means of developing the social spirit and of getting the workers together on time.

There are generally three groupings of the workers. First, the workers from each school get together to consider their own immediate school reports, problems and plans. Then the workers group according to the work in which they are engaged, the children's workers meeting in one

group, the young people's workers in another, the adults in another and the executives in another. In each of these groups definite training is given, with the conference idea always prominent. The review of a book, a demonstration of a lesson taught, a brief talk by some worker, open discussion of general problems, a course of study along some practical line, are also given consideration. The workers all come together at the close of the departmental conferences for a general inspirational address on the theme of the evening.

In the community conference, as in the local school conference, success depends largely upon the kind of program offered. It must be outstandingly practical, must meet the needs as they exist, must give freedom for expression on the part of the workers and must provide features that

are progressively educational. A well-worked-out program, one feature of which provides a consecutive course of training from month to month, with opportunity to discuss immediate problems and consider best ways of solving them, is the strongest attraction that can be offered. Only as the workers feel they are getting something well worth while will they attend.

How to Make It Go "Peptomizers"

Have a "set night" known as Workers' Conference night.

Remind the workers frequently of the time and place and the feature of special interest.

Arrange a fellowship supper in connection with the conference.

Begin on time, close on time.

Have a live, worth-while program.

Advertise the meeting in such way that the workers will know they will miss something helpful if they don't attend.

Develop the "conference" idea, so that all will feel free to take part.

Have special features that are of general interest and relate closely to school needs, and are progressively educational.

Try to discover the needs of the workers, and to meet these in the conference.

Encourage the workers to bring their problems to the conference.

Keep discussions close to the subject and insist upon speakers being brief.

Crystallize discussions into definite plans of action.

Introduce variety into every session.

Consider only business items of major importance, delegating lesser ones to committees with discretionary powers to act.

Make the conference a subject of regular prayer.

Dangers to Be Avoided

Long-drawn-out business sessions.

Too lengthy discussions of problems.

A "scattered" rather than a "concentrated" discussion.

Having no well-defined program.

Too much time devoted to unimportant questions.

Lack of promptness in beginning and closing.

Autocratic leadership.

romoting a program rather than conducting a conference.

Haphazard time of meeting.

Indefiniteness in advertising time and place and program.

Failure to recognize "the power of the Spirit" as more important than organization.

WHAT OTHERS THINK

A list of eight questions regarding the Workers' Conference was submitted to a group of successful Sunday-school workers. Their answers have been condensed and summarized. Where but one answer is given to a question, it indicates a unanimous opinion.

Question One

How often should the Workers' Conference be held?

"At least monthly."

Question Two

Is it advisable for the lay members of the organized classes of the Young People's and Adult Divisions to be given representation?

"Yes, by all means, in view of school backing and future leadership."

Question Three

Do you approve of a supper in connection with the conference?

"Yes."

"We find it the most practical way to get a good attendance."

"By all means."

Question Four

What do you consider the strongest arguments for a Workers' Conference?

"School must have it to inspire and educate workers as to the school needs and how the various needs must be met."

"Gives regular systematic time for considering the interests of the school."

"Creates good feeling among all the workers."

"Gives an opportunity for each department to know what the others are doing."

"Biggest thing is that it keeps the school *going on*—without it many schools would not have the vitality to survive—it is the one source of regular inspiration the teacher has in addition to her Sunday morning class and the 'few kind words' of the superintendent."

"The intellectual stimulus that comes from comparing and considering ideas and plans."

"The inspiration that comes from the sense of mutual partnership in the school's affairs—the invaluable consciousness that this is '*our* school,' or even '*my* school.'"

"The need that each officer and teacher sees the school whole, sees beyond the horizon of his own class or department."

"The value of social association with other workers."

"Furnishes opportunity to talk over and *solve problems.*"

"Creates spirit of fellowship in school's leadership."

"It's good, *efficient business* sense."

"Stimulates endeavor."

"Promotes unity of procedure; begets co-operation."

"Brings about mutual understanding among workers."

"If properly operated, rivets the attention of the teachers on their work, instructs them in the detail of class management, and develops in them a spirit of interest, loyalty and constancy."

Question Five

What dangers are to be avoided in the Workers' Conference?

"Avoid long-drawn-out business sessions. Matters of business should be referred to a Board of Education of the local school for consideration and action, and eliminated from Workers' Conference."

"Long, dry speeches. Hobby riders. People with chips on their shoulders. Individual boasting—about class work, what he has done in other fields, his or her popularity as indicated by demands for outside service, etc."

"Routine program. It gets conference into rut."

"Too much routine business."

"Too much theorizing. Not enough definite action. If it's all 'talk,' workers get tired of it."

"That it gets too intellectual, 'over the heads' of the workers. It should have bearing on existing school problems."

"That it degenerate to a mere social gathering."

"That it attempt to handle all the business details of the school."

"That it be given the impression that it can *discuss* all it may choose to, but can

decide nothing. It should feel that its voice has weight."

"Lack of plan, so that program drags out interminably."

"That the plans made are not carried through to completion."

"That it degenerates into a monotonous business meeting."

"That it becomes simply an audience for speakers—good though the speakers may be."

"Having the conference run by one or two instead of making it a co-operative affair, all having a voice and vote."

"That it wastes too much time haggling over and regretting lack of finance. Duplex-envelope system eliminates this danger."

"That it become a forum for selecting people to run the special days."

"Unprepared programs."

"Long-drawn-out sessions."

"Too much 'speechifying,' not enough conference."

"Depriving workers of the privilege to vote on questions brought up."

Question Six

What is the strongest "pull" of the Workers' Conference? That is, what makes the strongest appeal to you to attend?

"A spicy, quick-action program."

"The interest in the solution of the problems of the school, particularly the immediate and pressing problems."

"I want to get the viewpoint of the other workers."

"Social part, if there were one appeal stronger than the other; that, however, is because of my daily job, and is, I think, peculiar to me."

"The strongest pull, I think, is for each worker to feel that he can contribute some-

thing to the conference, something more than a mere report of what he has done."

"Sociability, special educational addresses by men and women who know things, and strong conference discussion spirit."

"The privilege of talking over with other workers our problems and working out plans for solving them and for generally improving the school."

Question Seven

Which feature ought to be most stressed in the Workers' Conference? The supper, the special feature, entertainment, devotional, business, the conference idea, social, or just what?

"The conference idea, and particularly the consideration of problems requiring immediate attention. Above all things, it should be made clear that the conference is practical, that it is doing something definite and something that needs to be done."

"The conference idea, special talks followed by open discussion."

"All are important. However, I should stress the conference idea."

"A balanced combination of the social and plans for future. Where a supper is served this is sufficient emphasis on the social. The leadesr will naturally emphasize the *real purpose* of the conference, but those less interested will be attracted by means of the supper."

"There should be balance to the program."

"Sharing our problems with others and having the benefit of their experience and judgment in solving them."

Question Eight

What ways have you used to secure a large attendance?

"We find that a live program always brings out a fine attendance."

"We use Booster post-cards to remind our workers of the date and place."

"Nothing does the work like a well-advertised, attractive program."

"We sell supper tickets a week in advance, which, we believe, helps greatly."

"The conference supper helps to bring our workers together, saving them from going home after work."

"We keep the date and special feature of the program posted on the school bulletin-board."

"We let workers know the main subjects which will be up for vote, and, appreciating the value of voting, they make special effort to be there."

HOW PLANS WORK WHEN TESTED

Developing Team-work

The superintendent, Dr. John E. Gurley, of the West Side Christian Church school of San Francisco, Calif., writes the following interesting description of how the Workers' Conference "works" in their school:

1. Our Workers' Conference is held regularly on the first Tuesday evening of each month—absolutely nothing is allowed to interfere with it.

2. Attendance is 100 per cent. nearly every time—never more than two or three out of twenty-eight absent, and rarely that, and there are always enough interested visitors present to make up that loss.

3. The teacher-training class is all but required to attend, thus this part of their work becomes automatic—they come to realize that accepting a call as teacher includes attendance at monthly conference.

4. Membership is built up and interest maintained by keeping all hands so busy doing something that they do not have time nor desire to quit, as well as by the following definite plans:

(a) Departmental conferences — each teacher is definitely shown his or her responsibility, and the superintendent strives for co-operative effort.

(b) All teachers and officers are taken into full confidence in all matters that can be handled thus publicly—hence the school belongs to us all. No one works merely to please some one person. The superintendent does not say "go and do that," but rather, "come on, let's do this."

(c) Round Robin Letters — clippings pertaining to the work are sent out nearly every week, pasted to a complete list of names and addresses of teachers and officers, with a request for the receiver to read the clippings and forward them to the next name below.

(d) Each Sunday the superintendent having already read the story-paper for that day, calls attention to certain articles, requesting that they be read by all. These are also sometimes discussed at the conference.

(e) The place of the teacher is constantly exalted.

(f) As the superintendent works, so will, and does, every one else.

5. Dinner is served at 6:30, thus providing a delightful social hour preceding the conference.

6. The program is divided as follows:

(1) *Looking backward:*

a. Teachers' reports. (A card is provided for written report. This induces each teacher to make a good report on each item, hence constant improvement is noted.)

b. Departmental superintendent's report.

c. General superintendent's report.

d. Pastor's report.

e. Discussion of reports.

(2) *The present:*

a. Unfinished business.

b. New business.

c. Discussion of work.

(3) *The future:*

a. Future plans.

b. Discussion of same.

c. Inspirational talk.

(4) *Adjournment to departmental conferences:*

a. Children's Division.

(*a*) Cradle Roll.

(*b*) Beginners.

(*c*) Primary.

(*d*) Juniors.

b. Young People's Division.

(*a*) Intermediates.

(*b*) Seniors.

(*c*) Young People.

c. Adult Division.

(*a*) Adult Department.

(*b*) Home Department.

(*c*) General church work, or occasionally the Official Board meets, having sat at dinner and through our meeting.

Of course, in the very beginning we have had read the minutes of the last meeting, followed by roll-call, at which time all reports are made.

Sometimes we merely call for the report cards, omitting the reading, and de-

vote that time to discussion of some timely article. At one meeting the following articles, read by as many different persons, were reviewed and discussed.

1. Trained Leadership in the Bible School.
2. Why Continue to Teach.
3. Reality in Teaching.
4. The Teacher's Reading.

This was followed by the superintendent's presentation of a plan of organization, in which he laid special emphasis on the value of organization, and showed the very definite place of every one. Organization is important, but by no means the most important—consecration and devotion must ever hold first place; a good organization merely helps to "put it over," it makes the work easier.

This was discussed, after which the pastor spoke briefly on another article,

"Extending the Lines," or the Extension Department.

Special emphasis is given to the work of the Home, Cradle Roll and Absentee Departments. This keeps many people busy, and busy people are bound to become interested and get results.

Getting Results

The Indiana Avenue Christian Church School of South Bend, Ind., a school with an enrollment of about 350, holds its Workers' Conference regularly each month on the third Monday evening. C. H. Kryder, the superintendent, gives the following description of how the school makes the conference "go":

While our program varies somewhat, it usually runs along about as follows:

7:00 Supper and fellowship period.

7:45 Departmental conferences.

8:00 Devotional period.

8:15 Business period.

8:45 Educational period.

We have found that by beginning our meeting with a supper we are able to have a much larger attendance, and it enables us to do more in an evening and adjourn at an early hour. The superintendent appoints three ladies, who are not teachers or officers of the school, as a committee to arrange the supper. This committee assigns each worker certain articles to bring prepared for the supper. Very few of our workers are ever absent, and those that are absent have reasons which are usually beyond their control; in fact, they all look forward with keen interest to the conference, and we have no difficulty in maintaining interest. We always have a program that is worth while. We find this is the greatest incentive to attendance.

Immediately after the supper we begin our departmental conferences. The teachers are divided by departments and meet in separate rooms with their department superintendent to discuss their own particular work. This works fine, as it compels the department superintendents to plan the work ahead in order to have something to present to the teachers, and it also proves an inducement for the department superintendents to see that their teachers are present at the conference. A few days previous to the Workers' Conference the general superintendent meets with the department superintendents, pastor and general secretary to plan the work.

We would not care to hold a conference without a devotional period, as it is a great help to the program which follows.

Our business period is usually short. We have the secretary's and treasurer's

reports, committee reports, department reports and other general business matters. All business matters are usually threshed out at the meeting of the superintendents, and "boiled down" before presented before the Workers' Conference, therefore making it unnecessary for long discussions at the conference.

During the educational period we frequently take up some special subject outlined in a religious educational periodical. At our last conference one of our teachers gave a talk on "Planks in the Teacher's Platform," taken from a magazine article by Margaret Slattery. Following the talks, the subject is freely discussed.

The writer does not understand how any school can do satisfactory work without the Workers' Conference. The results obtained abundantly pay for all the time and effort put forth to promote it.

A CONVENTION ADDRESS

[Address given by Prof. J. A. Garber, at the Ohio State Sunday School Convention. This outline statement represents the speaker's analytical study of the subject and does not include his apt illustrations.]

The assigned subject, "The Monthly Workers' Conference," seems to have been thoughtfully worded. The words employed suggest certain points worthy of observation and emphasis.

Time.—In some schools council meetings are held annually; others, semi-annually; others, quarterly; but in the well-organized school the workers meet *monthly* for consultation and deliberation. To meet less frequently is to deprive the council of sufficient time. To meet more frequently is to incur the displeasure of the members

who feel the burden of numerous meetings. Monthly meetings are most advisable and most feasible.

Personnel.—Let us remind ourselves that the conference is not the business committee of the Sunday school, nor is it the Official Board of the Sunday school, nor is it the chief officers of the Sunday school It is the workers' conference, and *all the workers* are included; viz., the minister. educational director, superintendents, principals, teachers, secretaries, treasurers leaders of music, librarians, ushers. Class presidents or some representative of the older organized classes may attend on invitation. In the case of the large school with many officers the list may appear to be too inclusive. If one fears an unwieldly mass among so many, the apparent disadvantage will be offset with the opportunity to foster unified thinking among the

larger group. With a wise general in charge the difficulty vanishes.

Conference.—The conference, therefore, consists of selected workers who meet monthly to take counsel one with the other, which will issue in deliberate purpose and represent the collective judgment of the assembly. Jointly these regularly assembled councilors consider the "Stop, Look and Listen" signals which have come within the scope of their vision during the month. Unitedly they assume the role of specialists, diagnosing conditions prevailing in their charge and prescribing both corrective, preventive and promotive formulas.

If those who constitute the official family of the Sunday school do not do some definite, careful and thorough thinking and planning, there will be none done in the Sunday school. And if the school is going

along haphazardly, indifferently, wanting in efficiency, in thoroughness, it is largely because those who are charged with official responsibility are not meeting their responsibilities. With these monthly meetings the members of the conference have the opportunity of doing the kind of necessary thinking and planning. Charged with official responsibility, they begin to diagnose conditions, month by month, and take into account all conditions prevailing in the school, whether favorable or unfavorable. If unfavorable, steps are taken to correct the conditions. If favorable, plans are laid to accomplish still better work.

Program.—A carefully prepared program will give relish and reach, pull and push, direction and decision. Without some guiding agenda, to be closely followed as the order of the day, the meeting may degenerate into inane talking and fruit-

less discussion, the participants departing while floundering in the mire of discouragement or sinking in the slough of despond. Business should be reduced to a minimum through assignment to the several committees to whom will be given discretionary power to dispose of routine items, reporting to the council only matters of major importance. The conference is not for the purpose of transacting a lot of tedious detail business, and to dissipate time and energy in this way is most harmful. Certain points of school administration may be committed to the departmental conferences which follow the general session. In addition to business, provision should be made for a devotional period which will deepen religious purposes and the study of some timely topic which will strengthen educational ideals. Certain outstanding characteristics of the program are:

1. Vital, yet visioned.
2. Comprehensive and continuous.
3. Proportionate and progressive.
4. Variable, yet seasonable.

Illustrative of these points, observe the following suggestive program used by one school for one year. Note the monthly theme and sub-topics in each instance.

September.—*Recovering and Rebuilding.*

1. Rallying our Forces.
2. Working Policies and Standards.

October.—*Religious Education of Childhood and Youth.*

1. Their Religious Educational Needs.
2. The Ministry of the Home.
3. The Function and Aims of the Church School.

November.—*Cultivating Worshipful Attitudes.*

1. Worship, Its Meaning and Cultivation.

2. Thanksgiving and Thanksliving.

December.—*Developing Stewardship Ideals.*

1. Giving of Self, Substance and Service.

2. How Christ May Be Born Anew in Each of Us.

January.—*Measuring Ourselves and Our Work.*

1. Good Tests for Officers and Teachers.

2. Our Work Measured by Approved Standards.

February.—*Creating Missionary Enthusiasm.*

1. The Church School and Missions.

2. How Create the Missionary Spirit.

March.—*Preparing for Evangelistic Ingathering.*

1. A Study of Spiritual Awakening and Conversion.

2. Bringing our Class Members to Christ.

April.—*Improving School Music.*

1. Music as a Medium of Worship.

2. The Kind of Songs We Ought to Teach.

May.—*Evaluating Special Days and Programs.*

1. Their Purpose and Educational Worth.

2. Children's Day, Fourth of July, Temperance Sunday.

June.—*Making Ready for Vacation Months.*

1. Opportunities for Self and Professional Development.

2. Providing Substitute Workers.

July.—*Summer-time Planning.*

1. The Summer Contest

2. Hot Weather Attendance plans.

August.—*Vacation Days.*

1. The Annual School Picnic.

2. Keeping in Touch with Vacationites.

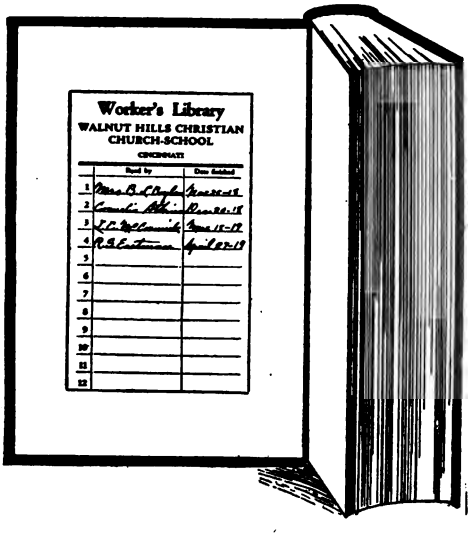
Advantages.—Few of us can imagine all the advantages accruing from such a carefully prepared and faithfully observed program. Negatively, it will keep the school out of unseemly ruts, prevent working at cross-purposes and minimize individualism. Positively, it will add freshness, make the cherished ideal of leaders common property of the group and foster team-work. It will promote unity and continuity, harmony and efficiency. It will free the school of a legion of pedagogical blunders and enable it to enter the promised land of achievement.

THE WORKERS' LIBRARY

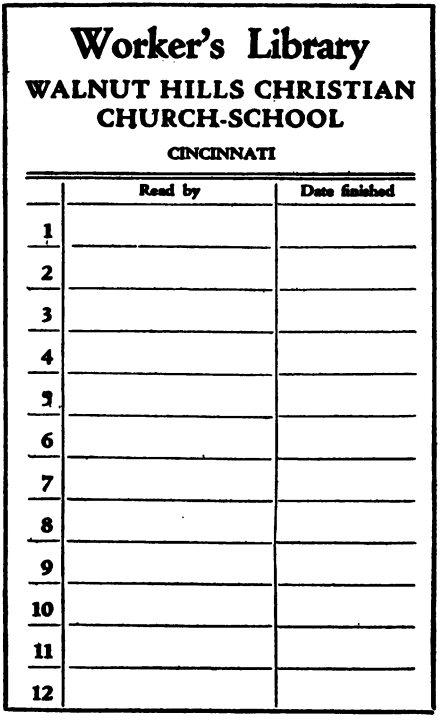
A Workers' Library is a valuable asset to any school, and through the Workers' Conference may be made of practical value to the workers.

There was never a time in the history of the Sunday school when so many excellent books were available for every worker in the school. The best of methods, tried out in the laboratory of experience, are now in book form, and no worker is doing full justice to his work until he has made himself familiar with the best in religious educational literature. The Workers' Library brings the books needed for best work within reach of the worker.

A Workers' Library can be built up gradually. It is not necessary to wait until a large number of books can be ob-



tained. The library can be started with half a dozen books, or even less. The important thing is to get one started and to



Worker's Library

WALNUT HILLS CHRISTIAN CHURCH-SCHOOL

CINCINNATI

	Read by	Date finished
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

keep in circulation such books as comprises it, though they be but few.

Various plans may be used to interest the workers in reading such books as are necessary to a larger understanding of their work.

One school has prepared a label providing for the signatures of twelve names. A label is pasted on the inside cover of every book in the Workers' Library. Each reader is asked to sign his name on the label and the date when the reading was begun and also finished. Another school encourages the readers of the books to prepare brief reviews, offering a reward in the form of a book to any one handing in five reviews. Still another has a prepared set of questions, which each reader is asked to answer in connection with the book read. The plan of studying and reviewing new method books at the Workers' Conference is an excellent means of stimulating study and developing interest.

Another plan is to call for reports at the Workers' Conference of the number of books read by the workers during the month, and honor recognition accorded.

The right kind of librarian will prove a valuable aid in building up the Workers' Library and in encouraging workers to make good use of it.

"Thy will to do, Thy work to make
More forceful on this fallen earth;
Thy love in some lone heart to leave;
Thy word to give where spirits grieve;
To teach a downcast soul its worth;
Into some fettered soul to take
Thy freeing power; for some one's sake
To give of self as Thou didst give—
For such a mission let *me* live!"

Two Workers

"I am working for God," he said;
And proudly he lifted his head.
"There is much to do
In this world of sin;
The workers are few;
It is late to begin;
But we who are willing must fill each hour
With our deeds of valor and words of power
As we work for God."

"I would work with God," he said,
And humbly he bowed his head.
"I must quiet be
Before His throne
Till His will for me
Is fully known.
For the plan is His, and His the power;
I need but to follow Him hour by hour
As I work with God."

—*May Field McKean.*

APPENDIX

A WORKERS' CONFERENCE DEMONSTRATION

One of the most effective methods of creating interest and enthusiasm in any phase of Sunday-school work is by means of a demonstration, showing "just how to do it." The following demonstration of a "working" Workers' Conference, entitled "The Heart of the Sunday School," was prepared by Paul B. Rains, and has been used effectively to show how helpful a rightly conducted Workers' Conference can be. The demonstration is suitable for presentation at any gathering of Sunday-school workers.

"The Heart of the Sunday School" was written in response to a long-felt need for a plan to visualize the better methods of the modern church school. In reproducing an average Workers' Conference in Act I., there has been no intention to burlesque the situation; neither has there been any effort to provide light entertainment in any succeeding scene. The entire demonstration, however, has proven intensely interesting and helpful to hundreds of Bible-school workers who have either witnessed it or taken part in it.

When presenting the demonstration, it would be well to have printed programs, presenting the cast, the acts and scenes, indicating what co-operation is expected of the audience. It will lend interest to the program if an orchestra can be secured to provide overtures, and to accompany the songs forming a part of Acts II. and III.

The entire program should not take longer than one hour and a quarter. The demonstration has been prepared to help train the players in the tasks of the various Bible-school workers, as well as to instruct and entertain those who may constitute an audience. Parts should be assigned well in advance, and the demonstration rehearsed before presenting to the public. Each one taking part should put as much life and enthusiasm into the part as possible.

The demonstration can be shortened, if desired, by carefully omitting or cutting down certain parts which will not materially affect the general plan. Certain local touches may be introduced, if desired, to give reality to the demonstration.

An efficiently conducted Workers' Conference will mean more to the success of the church school than any other one thing. It has been variously designated as the "water-tank," "coaling station," "dynamo" and "heart" of the school. It certainly can be made to be the organ by which church-school workers might come,

First, into a vital personal relationship with God.

Secondly, into co-operative fellowship with one another in Christian service.

Thirdly, into fuller knowledge of the most approved educational methods.

Copies of "The Heart of the Sunday School," in leaflet form, can be secured from the Northern District Bible School Office, 2605 Harney St., Omaha, Neb., at 25 cents per copy, $2.25 per dozen, $15 per hundred.

"THE HEART OF THE SUNDAY SCHOOL"

(The Workers' Conference Is the Heart of the Sunday School.)

CHARACTERS

1. Bro. Modern Enterprise.....New Pastor
2. Mr. Isur Doolittle.....General Supt.
3. Mr. Steady Progress.....New Supt. of Instruction
4. Mr. Abel Leader.....Chorister
5. Mrs. John Longnecker,
   Hostess (Intermediate Teacher)
6. Mr. John Longnecker,
   Host (Women's Class Teacher)
7. Miss Laura June.....Primary Teacher
8. Mrs. I. M. Pessimus.....Junior Teacher
9. Mr. District Goforth.....Bible-school Specialist
10. Mrs. Putnam Down.....General Sec'y
11. Mr. Careful Records.....New Recording Sec'y
12. Mr. A. Bundant Zollars.....New Financial Sec'y
13. Miss S. S. Grades,
    Absentee Supt. (Classification Sec'y)

14. Mr. Hugh Vision,
Perspective (or Extension) Supt.
15. Mrs. Christian Messenger_____Missionary Supt.
16. Mr. Tend Toit_____Attendance Secretary

ACTS

ACT I.—HEART TROUBLE.

Workers' Conference in the Longnecker home—THE WRONG WAY.

ACT II.—BUILDING UP THE SYSTEM.

Scene 1—(Prescription) Visit of Sunday-school Specialist, following Rally Day.

Scene 2—(Taking the Medicine) A worth-while Workers' Conference six months later—THE RIGHT WAY.

ACT III.—RECUPERATED AND ON THE ACTIVE LIST.

Opening services of one of the departments of the church school one year later—MODEL PROGRAM.

ACT I.—HEART TROUBLE

Scene 1

Workers' Conference in Longnecker home—THE WRONG WAY.

Furnishings

Represent parlor of a home with a few dining-room chairs in addition to customary furniture.

THE WORKERS' CONFERENCE

Time

A Tuesday evening, ten days after the regular time. This scene should not take more than about twenty minutes.

(Host seated at library table, reading paper. Enter Hostess, with an inquiring attitude.)

Mrs. Longnecker—I declare, John, I wish I knew how many were coming to-night. I just bought one quart of ice-cream; that may not be enough, but I didn't want to buy more than we needed.

Mr. Longnecker—If there is any left over, we can eat it, I suppose. You needn't worry about not having enough. There won't be more than a handful out. I sometimes wonder if these meetings do any good; few ever come, and, as far as I can see, there isn't much to show for it in the Sunday school.

Mrs. L.—But we can't talk about that now. They are supposed to meet *here to-night*. Anyhow, we could do more if Bro. Enterprise would spend more time on his sermons, than running around trying to scare up new-fangled schemes which won't work. But he is young yet; maybe he will live long enough to learn how to build up a church like old Bro. Roberts, Martin, Porter, and men like those, who knew how to preach. They didn't have to have parties and socials and this and that—and, too, think of it! my girls have gotten the same notion in their heads. Sunday they were talking about a

class "hike"! Well, we will just wait and see what this all will come to.

(Door bell rings.)

Mrs. L.—There goes the bell; they are here already, and I still have my apron on. (She hurries into the adjoining room, while Mr. Longnecker opens the door.)

(Enter Mrs. I. M. Pessimus.)

Mrs. Pessimus—Good evening, Mr. Longnecker.

Mr. L.—Good evening, Mrs. Pessimus.

(Enter Mrs. Longnecker.)

Mrs. L.—Howdy do, Mrs. Pessimus? Come right in here and take off your wraps. (Walk into room, talking as they go. Mr. L. returns to his newspaper. After a moment the ladies return to the parlor, and talk as they take their seats.)

Mrs. P.—Don't expect there will be many out to-night, do you?

Mrs. L.—No, I guess not; the last time the meeting was held here, only a few came.

Mrs. P.—Seems too bad we can't get folks out. People nowadays are interested in everything else but church work. Now, when I was a girl, nearly everybody went to church. If people would only do their duty!

Mrs. L.—There is so much going on that I felt it would hardly be worth while having a meeting; but Bro. Enterprise thought we should not postpone it any longer.

(Door bell rings. Mrs. L. answers, while the other two chat.)

(Enter Miss June.)

Miss June—Hello, are we all here?

Mrs. P.—Everybody but the preacher, Mrs. Putnam Down, Mr. Doolittle, Bro. Morris and a few others.

Miss June—It is not quite time to begin. We can give them nearly five minutes yet. Some of them, at least, will surely be here.

(Conversation on current events. After a moment the door bell rings; Mrs. Longnecker answers.)

(Enter Mrs. Down.)

Mrs. Down—Hello, everybody (glancing at clock)! Well, I just did get here in time. Where are the rest of the folks?

Mrs. P.—Likely they forgot about it.

Mrs. L.—Did you forget your book?

Mrs. D.—No; but since I didn't receive any minutes of the last meeting, I didn't think it would be necessary to bring it. (Leaves room to remove wraps, chatting the while with Mrs. Longnecker, then re-enters parlor.)

Mrs. D.—Who took the minutes of the last meeting?

Mrs. P.—Miss Merrill took them down, and I guess she won't be here to-night. School-teachers are busy people, you know. It's too bad you weren't here yourself.

Mrs. D.—Let me see—what was it? Oh, yes, Mr. Down came home that evening, and, since he is out on the road so much, I felt that my duty was at home. I am sorry I did not know who had the minutes.

Miss June—We are glad that you could come to-night, anyway.

Mrs. P.—It is ten minutes past eight, and neither our preacher nor superintendent is here. That was quite a speech Bro. Enterprise made last Sunday about the meeting, wasn't it? He talked as if this was the most important meeting of the church. What was that he said about the heart?

Miss J.—He said that the Workers' Conference was the heart of the Bible school. I wonder just what he meant.

(Group conversation on every subject but the work of the church; 8:15 door bell rings, and Mr. Longnecker answers.)

(Enter Mr. Isur Doolittle.)

Mr. Doolittle (with nod to Mr. L.; he shakes his hand, and says to all)—Good evening, folks. I must be a little late. How is everybody? (He looks around, smiling graciously at all.) How is our hostess to-night?

Mrs. L.—Very well, thank you. How is Mrs. Doolittle?

Mr. Doo.—I guess she's all right, although she has been complaining a little. It seems she has

never fully recovered from the effects of the influenza which she had last winter. (Addressing himself to all): It is strange that Bro. Enterprise hasn't come; he seemed especially anxious that we should not postpone our meeting any longer. We are ten days overtime now. (They all talk at once, while Mr. Doolittle seats himself.)

(After brief conversation, Mr. Doolittle arises.)

Mr. Doo.—It is nearly 8:30. If the meeting will come to order, I guess we might as well begin, and maybe Bro. Enterprise will come later.

Miss June—I am sure that he is coming; he must have been unexpectedly delayed.

Mr. Doo.—Mrs. Down, will you read the minutes of the last meeting?

Mrs. Down—I was not here at the last meeting. I understand Miss Merrill took the minutes; but she is not here, and they have not been given to me. They should be put in the book.

Mr. Doo.—They can be read at the next meeting. What is the first piece of business to be attended to?

(A brief silence.)

Mrs. D. (rising)—I have been thinking that we ought to have a new secretary's book. The one I now have has been used for several years, and when I received it it was about full and the minutes were all mixed up.

Mr. L. (remaining seated)—What would such a book cost?

Mrs. D.—I don't know. I should imagine about 75 cents or $1.

Mrs. P.—Mr. Doolittle, how much have we in the treasury?

Mr. Doo.—I don't remember just how much there is now. Mr. Morris is not here; but it seems to me there is a balance of nearly $20, or thereabouts. Does anybody know?

Miss J.—I believe the balance is now $18.66, since paying for our last supply of lesson helps.

Mr. L.—I move that the secretary be allowed to buy a new book, and that it be paid for by the Sunday school.

Somebody—I second the motion.

Mr. Doo—It has been moved and seconded that—how did you state that motion, Mr. Longnecker?

Mr. L.—That the secretary be allowed to buy a new book at the expense of the Sunday school.

Mr. Doo.—You have all heard the motion. All those in favor of this, make it known by rising.

(All rise.)

Mr. Doo.—It is so ordered. (All become seated.) Is there any other business?

(Another brief silence.)

Miss June—Yes. Not long ago I read in a paper that leaflets and special helps on Sunday-school work could be obtained, for a few cents, by writing to (mention your State or district) Bible-school office. I sent for leaflets on Primary

work, which I found simply splendid. These leaflets offered several suggestions, which would greatly help me in my work, if the school would make it possible for me to carry them out. One of these suggested two things which I have wanted for a long time—a separate room of our own, which we can make attractive for the children, and small chairs, so that their feet can touch the floor. Of course, it would cost something; but don't you think we could at least fix up such a room in the basement, with wooden floors and plenty of light to make it comfortable and cheerful? For my part, I am willing to do whatever I can to help make this possible. I would like to know what the rest of you think about it.

Mrs. P.—It seems to me that it would be mighty expensive to attempt to fix up such a place, and, anyway, such a plan would take them out of the auditorium. I believe the children ought to be made to attend the preaching service of the church. You can't get them to do that if you let them get in the habit of meeting some place else. As for the chairs, it is my opinion that we have more chairs now than we are using, and I don't know but that the chairs we have are better for the children than smaller ones. If they had smaller ones, they would make more noise shuffling their feet on the floor and moving the chairs around. There is still plenty of room where they are now.

(Door bell rings; Mr. L. answers.)

(Enter Bro. Enterprise.)

Bro. Enterprise—Good evening, Bro. Longnecker. Good evening, everybody.

Mr. Doo.—Glad you got here, Bro. Enterprise; you are just in time.

Bro. Ent.—You must all pardon my unavoidable delay. I regret very much that I am late; but just as I was leaving the dinner table, I received a phone message that Sam Kennett had been injured at the shops, and they wanted me to take him to his home. It was not necessary for him to be sent to the hospital, since it was only a fracture. I see, however, that you are getting along very nicely without me, so just go on with the meeting.

(He seats himself in a proffered chair.)

Mr. Doo.—We were just discussing a suggestion of Miss June's, about having a separate room and small chairs for the *infant* class. Miss June seems to think that the class ought not to meet in the main auditorium. What do you think about it?

Bro. Ent.—Of course, I don't know just what the discussion has been, but I think that is a mighty fine suggestion. The Primary children should have their own room, where they can learn to sing songs better adapted to their age, and where a worship program may be planned for them in which they may have a part. That is certainly the way used by all up-to-date schools.

Mrs. D.—But where will we find the room? All we have besides the main room are the two small rooms back of the auditorium, and the Junior boys are meeting in one of them now.

Mrs. P.—There is only the one class, is there not, Laura?

Miss J.—Yes, we now have only one; but the class should be divided into about three. It is almost impossible to hold their attention when they are all there. I can not get close to them, because they are seated on those long benches. Then, too (looking at Mr. Longnecker with a smile), Mr. Longnecker, while teaching the ladies' class, talks so loudly and makes so many gestures that they watch him most of the time.

Mrs. P.—Why not let the Junior boys have the choir's place on the platform, and give their room to these children?

Miss J.—Impossible! That would be no better than we now have, and much worse for the Junior boys. Those rooms are entirely too small. Even though we should divide the Primary class into only two classes, each one would be larger than the class of boys, and too large for either one of those rooms.

Bro. Ent.—I fear Miss June is right in what she says. We need more classrooms. In fact, the ideal way would be to have a separate classroom for each class in the school; but, of course, that is not pos-

sible now. I suggest, however, that we consider the advisability of building an annex to the rear, which will provide ample room for all classes from four years of age to eleven or twelve, including the Beginners, Primary and Junior classes we now have, and those we hope to add in the near future. Provision might be made for the Intermediate girls, also. This addition could be so arranged that it might be entered from the church room through doors leading off from the smaller adjoining rooms. Such an arrangement would take care of our needs for awhile at least. I am hoping that some day we may have a new church building, providing modern equipment for the church school. But if we find we can not have an annex, possibly the basement might be made to serve the purpose by putting in a wooden floor and fixing up the walls. My own judgment, however, is that the first suggestion is by far the better.

Mrs. L.—Perhaps we should have more room; but either suggestion would be expensive, and might encourage the children to stay away from the church services. I don't believe that an annex or anything else would keep my girls from giggling!

Mrs. P.—It will not be long before school is out, and vacation begins. You know what that means. During the summer months, we usually have only about half of our regular attendance, and it seems to me that we can wait for these classrooms. It

is very likely that during the summer these classes will not be so large. In winter it is too cold, and in summer it is quite too hot. When the parents offer such excuses, what can you expect of the children?

Mr. Doo.—I can hardly see, myself, how we can do anything now, and I suggest that we keep this in mind, and probably by the next meeting we can decide what is the best thing to do. (Looking at the clock.) I see that it is getting pretty late; I wonder if there is anything else?

Bro. Ent.—I hope it will be possible to provide rooms for these little folks in the near future. We want to get them here, and keep them. If we provide attractive rooms, there will be no doubt but that the classes will grow larger. (Pause.) How many folks would be interested in an indoor picnic, to bring our dinners here, and talk over the problems of our church school? We could make the occasion a sort of a reunion and Bible-school rally.

(Some folks look interested and pleased.)

Mrs. L.—Just what do you mean, Bro. Enterprise?

Bro. Ent.—I mean that some day, it might be Sunday, or it might not, each family will bring a basket for the noon meal. After the dinner, we could have a speaker and a discussion of our work. We might be able to secure our district Bible-school secretary to be with us. I am sure that would cost nothing more than his railroad fare and entertain-

ment while here. Without giving way to frivolity, we could make much of the social feature. Each ought to know every member of the church, and every member should be interested in the Bible school. What do you all think of it? What do you think, Mrs. Down?

Mrs. D.—I think that would be all right.

Bro. Ent.—Mrs. Pessimus?

Mrs. P.—We are pretty apt to get a crowd that way. Folks will go most *anywhere* to get something to eat. It might be all right.

Bro. Ent.—Miss June?

Miss J.—I think that's a good idea! We need more meetings of a social nature, that we may become better acquainted. I am *sure* the young folks will like the idea.

Bro. Ent.—Mrs. Longnecker?

Mrs. L.—Whatever the rest say.

Bro. Ent.—Mr. Longnecker?

Mr. L.—We might try it.

Bro. Ent.—Well, then, suppose we try it, and, if you say so, I will write to Bro. Goforth, and see if he can come. What do you think, Bro. Doolittle?

(Minister sits down. Brief pause ensues.)

Mr. Doo.—Well, we've never had anything like that before; but if it will create more interest, I am for it. Would you ladies be willing to provide the eats?

(A lively discussion follows.)

Mr. Doo.—Just a minute. Maybe we ought to take a vote on it.

Mrs. D.—I move we have an indoor picnic, as suggested, and that Bro. Enterprise write to Bro. Goforth and see if he can be with us.

Somebody—I second it.

Mr. Doo.—Mrs. Down has moved—well, you have all heard the motion—all in favor of it make it known by standing.

(A lively, but unbusinesslike, discussion of plans follows.)

(The hostess then secures quiet, and announces that she has invited a friend (or friends) to sing a solo (or duet).)

Song—Any song may be used, preferably one in keeping with the pessmistic spirit of the meeting.

Mrs. L.—If you will come into the dining-room, we will serve light refreshments. (All start talking about eating again, as they leave the platform.)

Curtain

ACT II.—BUILDING UP THE SYSTEM

Scene 1—Prescription

(This scene should not take more than ten to twelve minutes.)

Time

The day after the picnic, the Sunday-school specialist having been urged to stay over two or three days to discuss the local work.

Furnishings

Several benches or rows of chairs placed sideways toward the audience. A piano, table (upon which books and leaflets will be placed), and a blackboard.

Setting

The Sunday-school specialist conducting a conference in the church. He gives a short talk on the "Workers' Conference," which he calls "The Heart of the Church School." The heart is an organ of our physical body which pumps blood

through the veins and arteries to build up worn-out tissue. The Workers' Conference is an organ of the church school to send a knowledge of Christ and His Spirit by means of plans and methods throughout the body of Christ (the church), the community, and the whole world. The following model program should be outlined on the blackboard, and briefly explained by the speaker as a part of his address:

SUGGESTIVE WORKERS' CONFERENCE PROGRAM

(To be written on blackboard.)

1. Devotional Period

(Ten to fifteen minutes.)

Devotional Theme—"Pressing Forward" (Phil. 3: 7-14).

1. Moment of silent prayer.
2. An evening prayer.
3. Devotional hymn.
4. Appropriate Scripture reading, or quotations of Scripture on the theme by members.
5. Special music.

2. Business Period

(Not more than fifteen minutes.)

1. Reading of minutes of previous meeting.
2. Statement of order of day.

3. Recording Secretary's attendance report.
4. Financial Secretary's report.
5. Classification (Absentee Supt.) Secretary's report.
6. Corresponding Secretary's report.
7. Missionary Superintendent's report.
8. Extension superintendent's report.
9. Reports of committees (a), (b), (c), etc.
10. Report of Superintendent of Instruction.

All reports should be brief, and in writing.

3. Conference Period

(Twenty to thirty minutes.)

Conference Theme—"The Formulation of Definite Aims and a Program for Carrying Them Out."

1. Children's Division Workers meet in one room.
2. Young People's Division Workers meet in another room.
3. Adult Division Workers meet in separate room.

These divisional conferences are to be presided over by their respective superintendents. The purpose is to discuss department porblems, and plan a program of work for the ensuing month. A brief report should be prepared by each department, to be presented at the general Workers' Conference, stating work done and work planned.

4. Reassembly for reports from Divisional Superintendents.
5. Discussion of immediate school problems.

6. Open conference on theme of the evening, with presentation of plans.

4. Educational Period

(Twenty minutes.)

SUGGESTIONS.

1. Book review, or
2. Current events bearing on task of the church.
3. Model lesson.
4. Report of one who has visited some other school.
5. Speaker from some other school.
6. Stereopticon slides on special phases of the work.
7. Convention reports.
8. Tests or drills.

(The speaker might be interrupted occasionally by a question, indicating interest in the subject, and to give the effect of a conference. Upon completion of the talk, every one acts very enthusiastic, and some one should exclaim: "That is just what our school needs!")

Curtain

Scene 2—Taking the Medicine

Setting

A Workers' Conference in same room as Scene 1. THE RIGHT WAY. Secretary seated at the table. Superintendent holds copy of carefully prepared program.

Furnishings

Same as Scene 1.

Time

Beginning promptly at time called (7:30). A regular Workers' Conference night, about three months after the time of Scene 1. This scene should take about twenty minutes.

(Curtain rises with fifteen or twenty workers talking in groups about church work.)

(The Workers' Conference is usually preceded by a conference supper. The presiding officer may make some reference to "the supper which we have so greatly enjoyed, all thanks to the Loyal Philathea class, who acted as caterers," or in some other way indicate that the group had just partaken of

a social meal together. If the platform is large enough, the workers may be seated around the table, and the conference conducted thus.)

Mr. Progress, new superintendent (rapping on table)—The meeting will please come to order. (Quiet immediately follows.)

Mr. Prog.—Bro. ——, will you lead us in prayer and thanksgiving to God?

(If a player is chosen to lead this prayer, address by real name. The audience should participate in the devotional period, since there should be no other program for the evening.)

(Some one, previously chosen, comes forward, unannounced, and prepares to conduct a brief devotional period.)

Devotional Leader—The theme for our conference this evening is "Pressing On." Let us now sing, as a hymn of praise, one verse of No. ——.

(All sing reverently.)

Devotional Leader—Reads distinctly and with feeling, Phil. 3: 7-14.

Special Music—Any inspirational song may be used. If a quartette can furnish a number, it will add to the attractiveness of the program.

Mr. Prog.—Mr. Records, will you please read the minutes of the May meeting?

Mr. Records (comes to the front, and stands at his place by the table. He reads, speaking distinctly, the following report):

THE WORKERS' CONFERENCE

Recording Secretary's Report

The Educational Department of the..... church school, held its regular monthly Workers' Conference in the prayer-meeting room of the church, the last Thursday evening in May. The Superintendent of Instruction, as chairman, presided over the meeting. After a devotional program, conducted by Mrs. Down, the minutes of the previous meeting were read and approved.

The following reports were presented in writing, were approved, and are on file with your secretary:

1. The Recording Secretary—(Reported gain of twenty in average attendance over preceding month.)

2. The Financial Secretary—(Debt paid; balance of $37.23 in church treasury to credit of Sunday-school fund).

3. Special Committee on Equipment—(Announced purchase of three dozen chairs and one sand-table).

4. Committee on Literature reported conservation of material and adoption of Intermediate Graded Lessons.

5. Superintendent of Instruction expressed his appreciation of the cordial co-operation of the workers.

Oral reports were received from:

1. The Classification Secretary.

2. The Corresponding Secretary.

3. The Missionary Superintendent, who reported thirty-three new subscriptions to our missionary paper.

4. The Extension Superintendent, who recommended that we study "A Survey of Religious Education in the Local Church," by W. C. Bower.

It was moved and seconded that all other matters of detail business should hereafter be referred to the Cabinet; that their actions should be reported by the superintendent, subject to the approval of the Workers' Conference. The motion carried unanimously by acclamation.

After a fifteen-minute period, during which the divisional conferences were held in separate rooms, the Workers' Conference reassembled, and each divisional superintendent made an oral report of the progress, present status and future needs of their respective divisions. Each group reported its approval of our new Conference program.

Mr. Dudley, from the Olive Street Church, gave a twenty-minute talk on "Modern Methods of Our Teaching Task." He pointed out that the teaching of God's word is a common task in which all churches can unite, especially in regard to the best and approved educational methods of to-day. He recommended the conversational method of teaching for young people.

After a vote of thanks had been extended Mr. Dudley for his address, a motion to adjourn was carried, and a benediction was pronounced by Bro. Enterprise.

Respectfully submitted,

MR. CAREFUL RECORDS, Rec. Sec.

Mr. Prog.—If there are no corrections, the minutes will stand approved as read. We will now hear the report of our Attendance Secretary.

Attendance Secretary (reads distinctly the following report, and then gives copy to the Recording Secretary):

Attendance Secretary's Report

Your Attendance Secretary begs leave to submit the following attendance report for the month of May:

1. The total attendance was 581
   A gain of 59 over previous month.
2. Average weekly attendance 147
   A gain of 15 over previous month.
3. Average attendance same month last year 78
   A gain of 69, or 88 per cent.

A statement of departments is as follows:

Department.	Enrollment.	May Average Attendance.	Gain over Last Month.	Gain over Same Mo. Last Yr.
Cradle Roll	12	.....	.....	.....
Beginners	12	7	1	7
Primary	55	38	1 (loss)	13
Junior	24	19	6	9
Intermediate	20	16	3	9
Senior	18	11	3	2

Young People's	25	16	1	16
Adult	63	37	1	5
Home	8	3	1	8
Total	237	147	15	69

(The above departmental attendance statement should not be read with report at meeting. It is given here merely for reference and as a suggestive special help for departmental superintendents.)

4. A Home Department member is counted present when the lesson has been studied, an offering made, and both reported before service begins.

5. The Primary Department had the largest average attendance this month.

6. The Junior Department had the greatest gain in membership over last month.

7. The creation of the Young People's Department, since their average attendance is sixteen, gives them the honor of having the largest gain over same month last year.

Respectfully submitted,

MR. TEND TOIT, Attendance Sec.

Mr. Prog.—If there are no corrections, the report will stand approved as read. We will now hear the report of our Financial Secretary, Mr. Zollars.

Mr. Z.—(Reads distinctly the following written report, and then gives the copy to the secretary.)

Financial Secretary's Report

Receipts.

Carried forward		$37.23
Beginners Dept.	$0.73	
Primary Dept.	3.80	
Junior Dept.	3.92	
Intermediate Dept.	4.61	
Senior Dept.	3.38	
Young People's Dept.	2.67	
Adult Dept.	8.46	

(These details need not be read in the meeting unless requested. These are given here as a suggestive help.)

Total Sunday Offerings	$29.67
Gain, $5.91 over last month.	
Special Offering	5.00
From Contingent Fund of Church	25.00
Grand Total	$96.90

The average weekly offering is $7.42, or 5c. per member, a gain of ½c. over last month.

The average weekly offering last year was $2.73, or 3½c. per member, showing a gain of $4.69, or 1½c. per member.

The Adult Department gave the largest amount, but the Home Department gave the most per member.

DISBURSEMENTS.

Blackboard	$11.00
Postage and Printing	9.25
Balance on Literature Debt	73.38
Total Disbursements	$93.63
Balance in School Fund of Church Treasury	3.27

We have made no effort to give a detailed statement, but such may be had at any time desired. While our balance is not large, it is a balance on hand after our two-year debt has been paid in full.

We have used the Duplex Envelope system in the Children's Division nearly six weeks. It is just beginning to show favorable results. It teaches the children to give systematically. They are learning to give as much for others as for themselves. It seems to me that our great need now is some plan to get the adults to give in proportion to their ability. I recommend that we start a program of education on tithing, to be conducted by Bro. Enterprise.

Respectfully submitted,

MR. ZOLLARS, Financial Sec.

Mr. Prog.—This is a good report. Mr. Zollars not only keeps an accurate record of all moneys, but since taking this position he has constantly shown us, as he has in this report to-night, what we may learn from figures. The Duplex Envelope sys-

tem in the Children's Division is proving to be quite a success. I am glad that our attention is now called to the need for more education along the line of liberal giving among the adults in the Bible school.

Mr. Vision—I move that this report be accepted as read, and that the recommendations be placed upon the minutes.

(Motion will be seconded and carried by a vote.)

Mr. Prog.—May we now hear the report of our Classification Secretary, or, as we have decided to call this officer, our Absentee Superintendent?

Miss Grades—(reads distinctly the following report, which contains a statement of some progress in checking up on absentees, and some plans for future work):

Absentee Superintendent's Report

Your Absentee Superintendent begs leave to submit the following report for the month of May:

One new Primary class—teacher, Miss Ella Jones.

One new Senior class—teacher, Mr. Cordial.

One new Young People's class—teacher, Mr. Loyal.

Enrollment at first of month	224
New members	18
Removals	5
Net Increase	13
Present Enrollment	237

"FOLLOW-UP WORK."

Personal calls	12
Phone calls	27
Letters or cards	9
Reported calls	21
Reported phone calls	11
Reported letters or cards	32
Total Messages	112

Respectfully submitted,

MISS S. S. GRADES, Absentee Supt.

Mr. Prog.—This is an interesting report. When Miss Grades accepted this position, our school was very poorly organized. When we tried to grade it properly, we were confronted with the problem of teachers. However, with the help of Bro. Enterprise and Mr. Vision, we have found some who have agreed to teach. I am also happy to announce that a class of seven will begin studying the New Standard Teacher-training Course at the Bible-school hour next Sunday. So, then, we now have two training classes, one for those who are now teaching, which meets each Thursday night, and one for those who are willing to prepare for future service in our school, meeting on Sunday morning. These are all steps in the right direction. If our plans are faithfully executed, we will soon have a well-graded, well-equipped Bible school, which will lead many to an acceptance of Jesus Christ as a Saviour, and will

help others in their Christian life. What is your pleasure in regard to this report?

Mrs. Down (rising)—Mr. Chairman, I move that the report be accepted, and filed with the Recording Secretary.

(This motion will be seconded and properly acted upon.)

Mr. Prog.—It seems to have been unanimous Mrs. Down, would you tell us at this time what correspondence you have had during the past month?

Mrs. D.—I have a letter from the Foreign Missionary Society, stating some definite needs. I have read this letter to our Missionary Superintendent, Mrs. Messenger. Likewise, a letter from our District Bible-school Secretary, calling our attention to the fact that our school has not made an offering for national missionary and Bible-school work. The regular day is Thanksgiving Sunday, which came before our work was reorganized; but now that things are going along better than they used to, I am sure we will want to give something to this work before the missionary year closes.

Mrs. Mess.—An offering has been sent in since the letter from the Missionary Society has been received. It was the best offering we have ever made. Of course, we must give something to Home Missions this year, because we want to have some part in the whole task of the church. We are getting well now. Our school used to have heart trouble;

it would pound on some things pretty hard, but it did not grow as it should, because of lack of consistent work along definite lines. We have never given to home missionary work, but I am sure that from now on we will support the whole task. Each school that makes an offering to Foreign Missions, Home Missions and Benevolence, is known as a unanimous school. Since our heart action is becoming adjusted now, and we are at least normal, there is no reason why we should not reach this aim.

Mr. V.—Of course we will, and, what is more, we can become a standard school this year. We want to be one of the standard schools, not only because we will all enjoy being classed with those schools which will receive special mention and recognition, but also because a definite standard of this kind helps us to grow symmetrically. Let us never forget that our chief object is to lead boys and girls, and men and women, to an acceptance of Jesus Christ, and to train them in Christian service. This standard and all our methods are only a means to the end. As Bro. Goforth said, they are the channels by which we may send the spirit of Christ through the community and through the world.

Mr. Prog.—You are quite right in all that you say; but I must ask that we keep close to the subject at hand. Mrs. Down was reporting correspondence which referred to missionary offerings. We have learned that as yet no home missionary offer-

ing has been made. What are your wishes in this regard?

Bro. Ent.—I move, Mr. Chairman, that we express ourselves as unanimously in favor of lending support to all our organized missionary work. And, further, that Mrs. Messenger, as our Missionary Superintendent, be appointed as chairman of a committee, consisting of Mr. Progress and Mr. Vision, to offer recommendations for a systematic method of missionary instruction and giving, so that this school may have a part in every phase of the missionary task of the church.

(This shall be voted upon in the proper manner.)

Mr. Prog.—May we now have a report from our Missionary Superintendent?

Mrs. Messenger (brief oral report, mentioning success in missionary instruction)—And I am glad that we have taken definite and unanimous action, expressing the desire to do our utmost in order to fulfill the Great Commission.

Mr. Prog.—Mr. Vision, we would now like to hear from you as our Extension Superintendent.

Extension Superintendent's Report

Your Extension Superintendent begs leave to report that he recently met with a committee from the Church Board, and together they are working out a plan to encourage the attendance of the older organized class members at the evening church ser-

vices. We hope to be able to report in detail at the next conference.

I beg leave to recommend that we organize our Intermediates and Seniors into separate departments, allowing each to be self-governing. These two departments have been meeting together, because of lack of room; but we have secured the use of a room in the annex, and separate departments are now practical.

I also recommend that we send four of our young people to the Lake Geneva Training School, offering the opportunity to the four who make the highest record between now and the opening of the training school.

(Report is acted upon.)

Mr. Prog.—Friends, we are learning to do things right. It is a joy to work with people who have a big vision and a program that is a challenge to the best that the church can give. I wish now to call your attention to a brief summary of our month's work, and to offer a few recommendations. (He reads a brief report he himself prepares.)

Mr. Long.—Mr. Chairman, I move that our superintendent's report be accepted and filed with the secretary, and that we take steps to form definite aims and a tentative program for the coming year's work, as he suggests. It is understood that the workers of each division are to work out the details of their part of the program.

(This motion should be voted upon.)

Mr. Prog.—I believe that any other business there may be can be referred to the Cabinet; unless there is something else which shall come to our attention here, we shall proceed with our program.

We will now have our divisional conferences. The theme for discussion this month is, "The Formulation of Definite Aims, and a Program to Carry Them Out." We will reassemble promptly within fifteen minutes.

(The conference divides into three groups; the Adult Division workers remain on platform.)

Curtain Drawn for an Instant Only

(The workers reassemble, and hear brief reports from the superintendents of the Children's, Young People's and Adult Divisions. The Superintendent of Instruction meanwhile is taking notes. Upon completion of reports, he suggests definite aims for the school for the coming year, including material from reports given by divisional groups. After a brief, but lively, discussion, the conference adopts these aims.)

Mr. Prog.—We will now have the pleasure of hearing an illustrated lecture on "Boy Life." Mr. Roy Wever, from Rapid Falls, is with us, and will show us John L. Alexander's excellent stereopticon slides. Let us retire to the main auditorium.

Curtain

ACT III.—RECUPERATED AND ON THE ACTIVE LIST

In the model school, the departments, or divisions, have their separate opening services. This fifteen-minute MODEL WORSHIP PROGRAM is suitable for the Young People's or Adult department.

Setting

No players on platform except the Superintendent of Instruction, Mr. Steady Progress, the Chorister, Mr. Abel Leader, and the Pianist. The audience witnessing the play becomes the general assembly of the department, and it should participate in the singing and worship, as suggested in the opening period of Act II., Scene 2. This information should be inserted in any printed program prepared for the occasion.

Furnishings

Platform and equipment, including piano; possibly blackboard with last Sunday's attendance report by classes. No loose song-books or papers

should be on platform, pulpit or table; neatness should prevail.

Time

Beginning promptly on time New Year's Sunday, about one year from time of Act I.

Suggestive Program

Hymn—Some familiar selection within range of average voices. Such songs as follow are always appropriate for the school:

"More about Jesus I Would Know."

"I Love to Tell the Story."

"True-hearted, Whole-hearted."

"Oh, Scatter Seeds of Loving Deeds."

"Saviour, Like a Shepherd Lead Us."

"Jesus Calls Us O'er the Tumult."

Invocation—Bro. Modern Enterprise.

Responsive Reading—Led by the Superintendent, Mr. Steady Progress.

Hymn—Led by Mr. Abel Leader.

Announcements by Mr. Progress—Friends, we are entering into the new year as a school, better equipped and larger in numbers than at any previous time in the history of the church. As we turn our faces toward a new year of opportunity for Christian service, I am sure that I voice the feeling of all when I say that our chief concern is that we may make our school truly efficient in its teaching task, and we want our department to do

faithfully and well its part. By the splendid co-operation and consecrated service of our faithful workers, we have made remarkable progress this past year. However, we have merely recovered from a spiritual apathy and an organic inefficiency which has made progress impossible. Now that we have recuperated, as it were, we have secured full possession of our forces, and are just now ready for real work.

Reports and Announcements—(Reports should be very brief—one comparing attendance for the day with that of a year ago. The Interclass Committee may announce a get-together social. The Recreational Committee may call for volunteers to form a basket-ball team. The Personal Work Committee may announce a prayer-meeting at some invalid's home.)

Missionary Story—Mrs. Messenger (not more than five minutes).

Missionary prayer by some one previously chosen. (For workers in field mentioned in the story.)

Special music—By a soloist, quartet.

Class Assembly—Bell should ring immediately when hymn is finished, and piano should continue playing. Instead of this being the signal for classes to assemble, as is usually the case, it will be taken, on this occasion, to mean the completion of the play and adjournment of the audience.

Curtain

A SUGGESTIVE LIST OF BOOKS FOR THE WORKERS' LIBRARY

For Children's Division Workers:

The Unfolding Life.—Lamoreaux.
A Study of Child Nature.—Harrison.
The Pupil and the Teacher.—Weigle.
How to Tell Stories to Children.—Bryant.
Handwork in the Sunday School.—Littlefield.
What Shall We Do Now?—Canfield.
How to Conduct a Cradle Roll Department—Curtiss.
How to Conduct a Beginners Department.—Lewis.
How to Conduct a Primary Department.—Waterman.
How to Conduct a Junior Department.—Van Voorhis.
Stories and Story Telling.—St. John.
The Beginners Department.—Oglevee.
The Beginners Worker and Work.—Beard.
The Primary Worker and Work.—Thomas.
The Junior Worker and Work.—Baldwin.
The Cradle Roll Department.—Sudlow.
The Juniors.—Baldwin.
The Dramatization of Bible Stories.—Miller.

For Young People's Division Workers:

The Youth and the Church.—Mann.
The Girl and Her Religion.—Slattery.
The Boy Problem.—Forbush.
Training the Boy.—McKeever.
The Secondary Division.—Alexander.
Organized for Service.—Alexander.
The Intermediate Department.—Foster.
The Teens and the Rural Sunday School.—Alexander.
Training the Christian Reserves.—Beam.
Leaders of Girls.—Espey.
The Girl in Her Teens.—Slattery.
A Boy's Religion.—Hughes.
Just Over the Hill.—Slattery.
The Senior Boy.—Foster.
The Boy and the Church.—Foster.
Leadership Activities for Girls.—Moxey.
The Boy in the Sunday School.—Alexander.
Guiding Boys Over Fool Hill.—McKinney.
The Minister and the Boy.—Hoben.
Problems of the Intermediate and Senior Teachers.—Foster.
Religious Education of Adolescents.—Richardson.

For Adult Division Workers:

The Teaching of Bible Classes.—See.
The Adult Worker and His Work.—Barclay.

101 Things to Do.—Moninger.
The Adult Class.—Pearce.
The Manhood of the Master.—Fosdick.
Adult Class Study.—Wood.
Adults in the Sunday School.—Bocard.
Methods of Reaching Men.—Kirby.
Recruiting the Bible Class.—Harrison.
Training for Personal Evangelism.—Harrison.
The Why and How of the Organized Class.—Bomberger.
Social Activities for Men and Boys.—Chesley.
The Ideal Adult Class in the Sunday School.—Wells.

For Home Department Workers:

The Sunday School and the Home.—Brown.
The Home Department of To-day.—Stebbins.
The Home Department of the Sunday School.—Forbes.
The Home Department.—Karnell.

Recreation:

Ice Breakers.—Geister.
Games for the Playground, Home, School and Gymnasium.—Bancroft.
Camping and Outing Activities.—Cheley-Baker.
Games and Plays for Children.—Smith.
Camping for Boys.—Gibson.
Recreation and the Church.—Gates.

General:

The Church-school.—Athearn.

The Sunday School Organized for Service.—Lawrance.

How to Run a Little Sunday School.—Littlefield.

The School in the Modern Church.—Cope.

A National System of Education.—Athearn.

Religious Education in the Family.—Cope.

How to Conduct a Sunday School.—Lawrance.

The Present Day Sunday School.—Burroughs.

A Working Plan for the Church School.—Henry.

Principles and Ideals for the Sunday School.—Burton and Matthews.

A Manual for Sunday School Workers' Conferences.—Staebler.

Special Days in the Sunday School.—Lawrance.

Making the Old Sunday School New.—Miller.

How to Run a Little Sunday School.—Furgeson.

Sunday School Officers' Manual.—Brown.

Plans for Sunday School Evangelism.—Brown.

The Superintendent and His Work.—Brown.

The Training of Sunday School Teachers and Officers.—McElfresh.

The Training Class.—Kearney.

Guide for Teachers of Training Classes.—Slattery.

Graded Social Service in the Sunday School.—Hutchins.

THE WORKERS' CONFERENCE

The Graded Sunday School in Principle and Practice.—Meyer.

After the Primary, What?—McKinney.

How to Teach Religion.—Betts.

How to Become an Efficient Sunday School Teacher.—McKeever.

The Making of a Teacher.—Brumbaugh.

Talks to the Sunday School Teacher.—Weigle.

Learning to Teach from the Master Teacher.—Marquis.